

State Accountability Report Card 2003-04

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state. Questions about this state report card may be directed to the Evaluation, Research, and Analysis Unit in the Policy and Evaluation Division at 916-319-0875.

**California Department of Education
March 2005**

Grade 2 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	490,952	482,219	98	13	19	32	24	12
2003-04	484,341	477,927	98	13	22	30	23	12

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	37,120	36,520	98	15	25	32	20	7
American Indian or Alaska Native	3,827	3,756	98	13	24	33	22	9
Asian	37,562	37,160	99	4	11	25	32	28
Filipino	11,882	11,748	99	3	11	31	35	19
Hispanic or Latino	244,482	241,722	99	18	29	32	17	5
Pacific Islander	2,915	2,886	99	8	21	36	25	10
White (not Hispanic)	142,008	139,714	98	6	13	28	31	22
Subgroup								
Economically Disadvantaged	280,726	277,330	99	17	28	32	17	5
English Learners	178,482	176,455	99	20	31	31	14	4
Students with Disabilities	43,464	39,289	90	35	28	22	11	5
Migrant Education Services	14,952	14,831	99	26	34	27	11	2
Gender								
Male	248,483	244,519	98	14	23	30	21	11
Female	235,761	233,317	99	11	20	31	25	14

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 2 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	490,952	482,281	98	5	20	23	29	24
2003-04	484,341	477,675	99	5	20	25	28	23

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	37,120	36,458	98	9	28	27	24	12
American Indian or Alaska Native	3,827	3,749	98	5	21	28	27	18
Asian	37,562	37,164	99	2	8	15	29	47
Filipino	11,882	11,745	99	2	10	21	35	33
Hispanic or Latino	244,482	241,611	99	6	26	29	26	13
Pacific Islander	2,915	2,884	99	4	18	27	31	20
White (not Hispanic)	142,008	139,652	98	2	11	20	32	35
Subgroup								
Economically Disadvantaged	280,726	277,147	99	7	26	28	26	13
English Learners	178,482	176,416	99	7	27	28	25	13
Students with Disabilities	43,464	39,260	90	21	29	21	18	11
Migrant Education Services	14,952	14,832	99	9	30	29	23	9
Gender								
Male	248,483	244,364	98	5	19	24	28	24
Female	235,761	233,220	99	4	20	26	28	22

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 3 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	496,555	487,819	98	16	21	30	23	10
2003-04	492,556	486,210	99	17	22	31	21	9

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,756	38,151	98	22	26	32	16	4
American Indian or Alaska Native	4,057	3,989	98	17	23	34	20	6
Asian	38,128	37,718	99	7	13	28	31	21
Filipino	12,107	11,974	99	5	14	35	33	13
Hispanic or Latino	244,318	241,655	99	23	28	32	14	3
Pacific Islander	3,099	3,063	99	12	22	38	22	6
White (not Hispanic)	147,758	145,474	98	8	13	31	32	16
Subgroup								
Economically Disadvantaged	283,903	280,626	99	23	28	32	14	3
English Learners	165,098	163,181	98	28	32	29	9	1
Students with Disabilities	50,569	46,280	92	45	23	19	10	4
Migrant Education Services	15,193	15,084	99	34	31	26	8	2
Gender								
Male	252,461	248,516	98	19	23	31	20	7
Female	240,016	237,616	99	14	21	32	23	10

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 3 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	496,555	487,907	98	7	23	25	27	19
2003-04	492,556	485,978	99	4	23	25	27	21

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,756	38,093	98	7	33	27	22	10
American Indian or Alaska Native	4,057	3,991	98	5	25	28	26	16
Asian	38,128	37,729	99	1	8	16	28	47
Filipino	12,107	11,965	99	1	11	21	34	33
Hispanic or Latino	244,318	241,541	99	5	30	29	24	12
Pacific Islander	3,099	3,059	99	2	23	28	29	18
White (not Hispanic)	147,758	145,418	98	2	13	21	32	32
Subgroup								
Economically Disadvantaged	283,903	280,457	99	5	30	29	24	12
English Learners	165,098	163,155	99	6	33	30	22	10
Students with Disabilities	50,569	46,261	91	16	38	20	16	10
Migrant Education Services	15,193	15,083	99	7	36	29	20	8
Gender								
Male	252,461	248,400	98	4	22	25	27	23
Female	240,016	237,500	99	3	23	26	27	20

Note: The state goal for Adequate Yearly Progress for Mathematics is 16.0 percent of students at or above Proficient.

Grade 4 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	494,836	486,320	98	8	18	35	24	15
2003-04	496,865	490,486	99	9	18	34	23	16

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,864	40,220	98	14	23	36	19	8
American Indian or Alaska Native	4,046	3,981	98	10	19	36	23	12
Asian	39,052	38,622	99	4	9	24	28	35
Filipino	12,065	11,914	99	3	8	32	31	26
Hispanic or Latino	243,243	240,653	99	13	24	38	18	7
Pacific Islander	3,127	3,082	99	1	17	39	24	13
White (not Hispanic)	150,941	148,618	98	5	9	27	30	29
Subgroup								
Economically Disadvantaged	285,173	281,824	99	13	24	38	18	7
English Learners	156,476	154,591	99	16	30	39	12	3
Students with Disabilities	54,296	49,804	92	35	27	23	10	6
Migrant Education Services	15,954	15,808	99	19	30	35	12	4
Gender								
Male	255,115	251,177	98	11	20	33	21	15
Female	241,683	239,243	99	7	16	34	24	19

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 4 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	494,936	486,230	98	7	21	27	27	18
2003-04	496,865	490,189	99	3	24	28	27	18

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,864	40,137	98	7	37	29	20	8
American Indian or Alaska Native	4,046	3,972	98	5	28	30	26	12
Asian	39,052	38,637	99	1	8	17	30	44
Filipino	12,065	11,910	99	1	11	24	35	29
Hispanic or Latino	243,243	240,545	99	4	31	32	23	10
Pacific Islander	3,127	3,081	99	3	23	30	28	16
White (not Hispanic)	150,941	148,519	98	2	14	24	33	28
Subgroup								
Economically Disadvantaged	285,173	281,627	99	5	32	31	22	10
English Learners	156,476	154,553	99	5	36	32	19	7
Students with Disabilities	54,296	49,757	92	14	45	21	13	7
Migrant Education Services	15,954	15,809	99	6	38	31	19	6
Gender								
Male	255,115	251,011	98	4	25	27	26	19
Female	241,683	239,113	99	3	23	29	27	18

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 5 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	492,880	485,061	98	11	18	36	26	10
2003-04	496,485	490,222	99	13	16	31	24	16

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,214	40,553	98	18	20	34	20	8
American Indian or Alaska Native	3,937	3,865	98	13	18	35	22	12
Asian	39,512	39,181	99	3	8	24	29	34
Filipino	12,193	12,066	99	4	8	30	35	23
Hispanic or Latino	238,671	236,124	99	17	21	36	19	6
Pacific Islander	3,122	3,094	99	11	17	35	26	12
White (not Hispanic)	154,312	151,935	98	6	9	25	31	29
Subgroup								
Economically Disadvantaged	279,265	275,986	99	18	22	36	18	6
English Learners	137,400	135,597	99	25	28	36	10	2
Students with Disabilities	54,074	49,604	92	44	23	20	9	4
Migrant Education Services	15,862	15,736	99	27	26	32	13	3
Gender								
Male	254,576	250,771	99	15	17	31	22	14
Female	241,819	239,369	99	10	14	32	26	18

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 5 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	492,880	484,953	98	13	26	26	25	10
2003-04	496,485	489,955	99	10	25	27	26	12

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,214	40,492	98	18	33	27	18	4
American Indian or Alaska Native	3,937	3,857	98	14	30	28	21	7
Asian	39,512	39,194	99	3	11	19	34	33
Filipino	12,193	12,062	99	4	14	28	36	18
Hispanic or Latino	238,671	236,026	99	14	32	29	20	5
Pacific Islander	3,122	3,089	99	11	27	28	26	8
White (not Hispanic)	154,312	151,837	98	6	17	26	33	18
Subgroup								
Economically Disadvantaged	279,265	275,832	99	14	32	28	20	5
English Learners	137,400	135,593	99	18	38	27	14	3
Students with Disabilities	54,074	49,554	92	38	33	16	9	3
Migrant Education Services	15,862	15,735	99	19	36	27	15	3
Gender								
Male	254,576	250,649	98	12	25	26	24	12
Female	241,819	239,222	99	9	25	29	27	11

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 6 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	499,119	490,783	98	13	16	35	23	13
2003-04	493,244	486,401	99	10	19	36	24	12

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,853	39,934	98	15	25	38	18	5
American Indian or Alaska Native	4,265	4,175	98	11	19	40	23	8
Asian	39,912	39,599	99	4	10	29	31	26
Filipino	12,249	12,128	99	3	10	36	36	16
Hispanic or Latino	229,311	226,578	99	14	26	40	16	4
Pacific Islander	3,128	3,102	99	8	19	42	23	8
White (not Hispanic)	159,888	157,376	98	5	10	31	34	22
Subgroup								
Economically Disadvantaged	262,014	258,269	99	15	26	40	16	4
English Learners	117,394	115,608	98	22	36	35	5	1
Students with Disabilities	52,478	47,879	91	39	31	21	7	2
Migrant Education Services	15,404	15,275	99	20	32	37	10	1
Gender								
Male	252,845	248,623	98	12	21	34	22	11
Female	240,315	237,701	99	7	16	37	26	13

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 6 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	499,119	490,430	98	8	28	30	24	10
2003-04	493,244	486,041	99	7	27	31	23	12

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,853	39,868	98	12	40	31	14	3
American Indian or Alaska Native	4,265	4,165	98	9	30	33	21	7
Asian	39,912	39,586	99	2	11	23	32	33
Filipino	12,249	12,124	99	3	15	33	33	16
Hispanic or Latino	229,311	226,422	99	9	37	34	17	4
Pacific Islander	3,128	3,101	99	6	29	33	23	8
White (not Hispanic)	159,888	157,265	98	3	16	29	32	19
Subgroup								
Economically Disadvantaged	262,014	258,079	98	9	36	33	17	4
English Learners	117,394	115,544	98	13	47	30	9	2
Students with Disabilities	52,478	47,774	91	27	46	17	7	3
Migrant Education Services	15,404	15,271	99	11	41	33	13	2
Gender								
Male	252,845	248,414	98	7	27	30	23	13
Female	240,315	237,548	99	6	28	33	23	11

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 7 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	502,589	493,364	98	14	18	33	26	10
2003-04	502,212	494,602	99	12	18	33	25	11

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,351	41,372	98	19	25	34	18	4
American Indian or Alaska Native	4,266	4,169	98	13	21	33	25	8
Asian	40,304	39,979	99	5	10	26	33	26
Filipino	12,682	12,569	99	4	10	35	37	15
Hispanic or Latino	228,612	225,548	99	17	25	37	18	4
Pacific Islander	3,162	3,126	99	9	20	37	26	7
White (not Hispanic)	166,792	163,993	98	3	11	28	35	20
Subgroup								
Economically Disadvantaged	247,156	243,107	98	18	25	36	17	3
English Learners	111,408	109,544	98	28	35	32	5	0
Students with Disabilities	53,327	48,735	91	47	28	18	6	1
Migrant Education Services	14,893	14,788	99	24	29	35	12	1
Gender								
Male	257,204	252,647	98	15	21	32	23	9
Female	244,905	241,866	99	9	16	34	28	14

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 7 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	502,589	492,411	98	12	26	32	23	7
2003-04	502,212	493,963	98	11	27	30	23	10

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,351	41,255	97	21	38	27	12	2
American Indian or Alaska Native	4,266	4,170	98	13	31	29	21	5
Asian	40,304	39,978	99	3	11	22	32	32
Filipino	12,682	12,561	99	4	16	33	34	13
Hispanic or Latino	228,612	225,251	99	15	35	31	15	3
Pacific Islander	3,162	3,121	99	11	29	32	21	6
White (not Hispanic)	166,792	163,787	98	6	17	30	32	16
Subgroup								
Economically Disadvantaged	247,156	242,739	98	16	35	30	15	4
English Learners	111,408	109,441	98	22	44	25	8	2
Students with Disabilities	53,327	48,573	91	40	39	14	5	2
Migrant Education Services	14,893	14,791	99	17	38	30	13	2
Gender								
Male	257,204	252,312	98	13	27	27	22	11
Female	244,905	241,563	99	9	27	32	23	9

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 8 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	476,822	466,735	98	15	20	34	22	8
2003-04	503,062	494,184	98	12	19	36	22	11

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,921	41,693	97	20	25	36	15	4
American Indian or Alaska Native	4,510	4,389	97	13	21	38	20	7
Asian	40,632	40,284	99	6	11	30	28	25
Filipino	12,857	12,710	99	4	12	39	31	14
Hispanic or Latino	220,883	217,467	98	18	26	39	14	4
Pacific Islander	3,288	3,244	99	11	21	42	19	7
White (not Hispanic)	173,424	170,133	98	6	11	33	31	20
Subgroup								
Economically Disadvantaged	230,071	225,569	98	19	26	38	14	4
English Learners	99,036	97,137	98	29	37	30	3	0
Students with Disabilities	53,425	48,675	91	46	29	19	4	2
Migrant Education Services	14,314	14,169	99	24	31	34	10	2
Gender								
Male	257,977	252,766	98	16	21	34	19	10
Female	244,983	241,329	99	9	17	37	24	13

Note: The state goal for Adequate Yearly Progress for English-language arts is 13.6 percent of students at or above Proficient.

Grade 8 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2002-03	476,822	464,305	97	16	25	29	23	6
2003-04	503,062	479,142	95	13	28	30	23	6

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	42,921	39,706	93	23	38	27	11	1
American Indian or Alaska Native	4,510	4,162	92	23	38	27	11	1
Asian	40,632	39,730	98	4	13	25	37	22
Filipino	12,857	12,495	97	6	20	35	32	7
Hispanic or Latino	220,883	210,318	95	18	37	30	14	2
Pacific Islander	3,288	3,139	95	13	28	34	21	4
White (not Hispanic)	173,424	165,632	96	7	19	32	33	9
Subgroup								
Economically Disadvantaged	230,071	217,512	95	18	36	29	14	2
English Learners	99,036	93,513	94	25	42	24	8	1
Students with Disabilities	53,524	45,124	84	42	37	15	6	1
Migrant Education Services	14,314	13,667	95	19	39	29	12	1
Gender								
Male	257,977	243,784	94	15	28	28	22	7
Female	244,983	235,276	96	11	28	32	23	6

Note: The state goal for Adequate Yearly Progress for mathematics is 16.0 percent of students at or above Proficient.

Grade 10 English-Language Arts

The California High School Exit Exam (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in English-Language Arts, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2002-03	457,174	404,724	89	52	26	23
2003-04	473,383	454,438	96	51	21	28

California High School Exit Exam Results in English-Language Arts Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	39,503	36,560	93	68	19	14
American Indian or Alaska Native	4,363	4,109	94	55	23	22
Asian	43,035	42,493	99	35	21	44
Filipino	13,526	13,319	98	38	26	36
Hispanic or Latino	194,952	185,786	95	69	18	13
Pacific Islander	3,192	3,062	96	59	22	19
White (not Hispanic)	169,482	164,627	97	32	25	42
Subgroup						
Economically Disadvantaged	169,158	160,936	95	70	17	13
English Learners	86,780	82,716	95	89	8	3
Students with Disabilities	47,528	42,482	89	90	7	3
Migrant Education Services	12,971	12,554	97	81	13	6
Gender						
Male	241,882	231,379	96	56	21	24
Female	230,979	222,675	96	46	22	32

Note: The state goal for Adequate Yearly Progress for English-language arts is 11.2 percent of students at or above Proficient.

Grade 10 Mathematics

The California High School Exit Exam (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in Mathematics, 2002-03 and 2003-04

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2002-03	457,174	417,612	91	61	27	12
2003-04	475,026	455,828	96	54	32	14

California High School Exit Exam Results in Mathematics Disaggregated by Student Subgroup, 2003-04

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	39,742	36,824	93	77	20	3
American Indian or Alaska Native	4,374	4,101	94	61	31	8
Asian	43,047	42,495	99	25	38	37
Filipino	13,551	13,358	99	40	42	18
Hispanic or Latino	196,108	186,647	95	72	23	4
Pacific Islander	3,203	3,079	96	60	30	10
White (not Hispanic)	169,660	164,838	97	38	42	20
Subgroup						
Economically Disadvantaged	170,075	161,720	95	71	23	6
English Learners	87,137	82,987	95	82	15	3
Students with Disabilities	47,642	42,587	89	89	9	2
Migrant Education Services	12,974	12,593	97	77	20	3
Gender						
Male	242,645	232,168	96	53	32	15
Female	231,854	223,262	96	55	32	12

Note: The state goal for Adequate Yearly Progress for mathematics is 9.6 percent of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. More information on the API can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

The API is one component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). A procedure established by NCLB determined the statewide API goal of 560. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14.

Actual Statewide API Compared to Statewide API Goal, 2003-04

Statewide API	Statewide API Goal
692	560

High School Graduation Rate

The high school graduation rate is a required component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. A procedure established by NCLB determined the statewide graduation rate goal of 82.8%.

Actual Statewide Graduation Rate Compared to Statewide Graduation Rate Goal, 2002-03

Statewide Graduation Rate	Statewide Graduation Rate Goal
86.6%	82.8%

Adequate Yearly Progress Status

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make Adequate Yearly Progress (AYP) in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Schools and local educational agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.

Adequate Yearly Progress and Program Improvement Status of Local Educational Agencies and Schools, 2003-04

	Total Number	Adequate Yearly Progress (AYP) Status		Program Improvement (PI) Status	
		Number making AYP	Percent making AYP	Number in PI	Percent in PI
Local Educational Agencies (LEAs)	1,040	616	59.2%	184	22.8%*
Schools	9,206	6,023	65.4%	1,601	17.4%

Note: LEAs were first identified for PI in 2004-05 based on AYP determinations for 2003-04. Only schools and districts receiving Title I funding are eligible for PI identification and interventions. For 2003-04, 28.0 percent of Title I schools and 1.4 percent of Title I LEAs were identified for PI.

*Percent of "eligible districts." Single-school districts and direct-funded charter schools are not included in the list of 806 eligible districts.

Teacher Qualifications

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject taught. More information on teacher qualifications required by NCLB can be found at the California Department of Education Web site: <http://www.cde.ca.gov/nclb/sr/tq/>.

Type of Teacher Credential, 2003-04

Type of Credential	Percent*
Full	90.8
Alternative routes to certification (District Internship/University Internship)	3.4
Pre-Internship	2.0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4.9
Waiver	2.0

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

Teacher Education Level, 2003-04

Education Level	Percent
Doctorate	0.9
Master’s Degree + 30 or more semester hours	15.0
Master’s Degree	16.4
Bachelor’s Degree + 30 or more semester hours	48.0
Bachelor’s Degree	19.3
Less than Bachelor’s Degree	0.4
None Reported	0.0

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2003-04

	Percent of Core Academic Courses Taught by Highly Qualified Teachers
Statewide	52.0
In High-Poverty Schools	40.0
In Low-Poverty Schools	60.0